Special Educational Needs Information Report 2026-27

Five Ashes Church of England Primary School

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on **www.eastsussex.gov.uk/localoffer**

We will review this report every year and will involve pupils and parents through questionnaires, pupil voice and meetings. If you want to give us your views about the report, please contact the school office – 01825 830395

Chair of Governors: Mr Robert French

2. Who do I contact?

If your child is already at school your child's class teacher is the first point of contact

The Special Educational Needs Coordinator SENDCo is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENDCo also provides professional guidance to school staff and works closely with parents and other external services/agencies.

Key contacts in school

- Special Educational Needs Co-ordinator (SENDCo) & Inclusion Lead – Mrs Jill Thomson
- Head of School – Mrs Louisa Hillman
- Executive Headteacher – Mrs J Challis
- School website – **The Weald Federation**

Similarly if you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, please do not hesitate to contact us on 01825 830395 or **fiveashesoffice@thewealdfederation.org**

Five Ashes school's offer for children with special educational needs and disabilities has been approved for publication by the East Sussex Local Education Authority.

3. Which children does the school provide for?

We are a Church of England Primary School that admits pupils from age 4 to 11. We are a voluntary controlled school.

We are an inclusive school. This means we provide for children with all types of special educational needs, including disabilities. If you would like a place for a child who has a statement or Education Health and

Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you would like a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

- Five Ashes C of E Primary school – **https://thewealdfederation.org**
- School Admissions Apply for a school place | East Sussex County Council

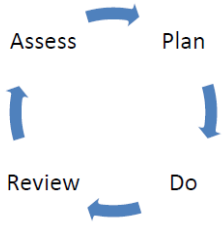
Opening hours for enquiries are Monday to Friday 10am to 3pm.

For general enquiries you can contact:
Admissions and Transport team
County Hall
St Anne's Crescent
Lewes BN7 1UE
Email: Admissions and Transport team
Phone: 0300 330 9472

4. Summary of how the school meets the needs of children with SEN and disabilities.

- The needs of your child will be met within the class supported by quality first teaching, including differentiated planning and homework, which takes account of the needs of each child.
- The progress of all children is reviewed termly with the class teacher and the Head of School and SENDCo/Inclusion Lead.
- The class teacher will develop an Additional Needs Plan (ANP) in liaison with the Inclusion Lead, setting appropriate targets. This SEND Support Plan will be reviewed and updated formally 3 x per year to ensure that provision remains appropriate.
- Where necessary, an individual programme of support will be implemented and monitored. This may include support from an outside service. We will make sure you know about any extra support that your child is receiving in school.
- Where necessary the school may seek support from outside agencies, this will be discussed with you and a referral made with your permission.
- The Governing Board is responsible for ensuring that funding is appropriately allocated and also for monitoring teaching and accessibility. There is a designated SEND governor who liaises regularly with the SENDCo & Inclusion Lead.
- We will track your child's progress carefully and adjust support as needed.

This process of rigorous assessment, planning to support any identified difficulties, implementing this support and reviewing this provision regularly is identified in the 2014 SEND code of practice as the 'assess, plan, do, review' cycle. Staff, parents, children and outside agencies, where relevant, are involved and consulted during this process.



If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEND support plan (ANP) and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEND) as early as possible, so that the child achieves the best possible outcomes. A pupil has SEND where their learning difficulty or disability calls for special educational provision - provision which is different from or additional to that normally available to pupils of the same age. Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism.
- **Cognition and learning** – including developmental delay and specific learning difficulties or neurodiversity e.g. dyslexia or dyscalculia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, ADHD (attention deficit hyperactive disorder), an attachment disorder or anxiety.
- **Sensory and/or physical need** - including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Class teachers, supported by the leadership team, make regular, termly assessments of the children's progress in their classes. These identify children making less than expected progress given their age and individual circumstances. It can include progress in areas other than attainment, for instance where a child needs to make additional progress with social or physical needs. Progress in attainment is shared with parents at consultation meetings. In addition to this, specific needs or concerns will be discussed with parents/carers at the earliest opportunity and may involve the class teacher and SENDCo/Inclusion Lead.

Children will be involved in this process of identifying areas of difficulty and ways forward in age appropriate ways. If a child has behavioural difficulties, we will use the expectations and guidance of the school behaviour policy whilst also investigating any social and emotional issues and/or possible SEND. If a child with English as an additional language is making less than expected progress we may involve the EALS (English as an additional language service) to help identify any underlying needs. We assess each pupil's skills and level of attainment when they start at the school and we continually assess each child's progress in a variety of ways throughout their school careers. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs and the support that may be needed.

The school has adopted a system of assessment (INSIGHT tracking) which is used, alongside observations, work scrutinies and consultation with parents and the child, to identify any special educational needs and to support with differentiated planning. The SENDCo & Inclusion Lead will also consult outside agencies for advice if necessary.

6. How does the school teach and support children with SEND?

Teachers provide quality lessons to meet the needs of all children in their class using differentiation to support their teaching. Additional support for individual children or groups of children may be planned and reviewed by the class teacher and/or teaching assistant.

Where necessary, the class teacher will talk to the SENDCo/Inclusion Lead and a more personalised programme of support may be introduced which may include support from an outside agency. Parents and children will be informed and consulted during this process.

We will track your child's progress carefully, adjusting support as needed and meeting with parents regularly to share information. Good teaching is ensured through the school's performance management process, regular observations and through an ongoing programme of training for all staff.

7. How will the curriculum and learning environment be matched to the child's needs?

Lessons are pitched appropriately so that all children can learn and progress. Teachers make sure that teaching is appropriate to the needs of all the children, taking account of the needs of the individual and differentiating tasks and materials appropriately.

Pupil Progress Meetings are held termly between the Head of School, Inclusion Team and Class Teacher to discuss suitable teaching programmes as well as targeted interventions for each child.

Targets are set to support children's individual needs and are regularly updated.

Children work in a variety of groupings, for example: small supported groups, 1:1, mixed ability and similar ability groups.

The senior leadership team regularly carries out monitoring audits of the school and part of this includes looking at the learning environment: resources, displays and how 'learner friendly' the classrooms are.

8. How are parents and carers involved in reviewing children's progress and planning support?

- As a school we are committed to working with parents and carers in partnership, this is especially important for children with SEND.
- There is regular communication between home and school, both through parent consultation meetings and less formal meetings which may be arranged by parents or teachers to share successes or concerns.

- Parents are involved in the decision to place their child on the SEND register, which will usually take place after a process of support, monitoring and assessment. On occasion, a specific event may cause significant social, emotional issues for a child which may mean their needs justify assignment to the register, although this may be short term.
- Open door policy with teacher/Inclusion Team/Head of School/Executive Head.
- Home/school contact books where appropriate.
- Sharing of support plans with parents and suggestions about how you can support at home.
- Annual school report from the class teacher.
- Reports from outside agencies shared/discussed as appropriate.
- SEND review meetings with parents – at least 3 times per year.
- Opportunities for parent training workshops/meetings to develop understanding of the curriculum.

We are keen to involve parents in school life. Below are some of the opportunities available:

- We encourage parents to attend parent consultation meetings.
- Workshops, helping with school visits and sharing any skills as part of themed events.
- Individual Learning Plans are discussed with parents including the role they can play.
- Opportunities to be a parent governor.
- Opportunities to join the PTFA (Parent, Teacher and Friends Association), supporting the school by raising funds and organising events.

9. How are children involved in reviewing their progress and planning support?

Children are encouraged and supported to make suggestions about their learning. This begins in the classroom where next steps are discussed daily, and during the interventions where a dialogue takes place between the adult and child. At the end of the interventions, children are encouraged to say what they have found helpful and what they think their next steps should be. We are committed to ensuring that all children are active participants in their learning. Opportunities for talking to children about their learning include:

	Who's involved?	How often?
Self assessment	Pupil, class teacher	Daily
Class Circle times	Pupil, class teacher	As required
Jigsaw – REST	Pupil, class teacher	3 x a year

Worry Box/Suggestions box	Pupil, class teacher	As required
School Council	Class, class teacher	Termly
Pupil Voice	Pupil, Inclusion Team, class teacher	This can be in the form of a written pupil voice or through regular ad hoc conversations with pupils on a 1:1 or in a group situation.
SEND support review meetings	Pupil, parents, class teacher supported by Inclusion Team	At least three times a year
Annual reviews (statements and EHC plans only)	Pupil, parents, Inclusion Team, class teacher, support services, local authority.	Once a year

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

We recognise that moving can be difficult for any child, but can be especially difficult for children with SEND and we take steps to ensure that any transition is as smooth as possible.
Effective transition arrangements between early years settings and school:

- Home visits for children joining the Reception class.
- We will invite you to visit the school with your child to have a look around and speak to staff.
- All records and information about your child are discussed and passed on between schools.
- If other professionals are involved, we will contact them or meet them to discuss your child's needs and any previous successful teaching methods, and ensure that support is put in place before your child starts.
- Induction events will take place during the summer terms for all children who are joining the Early Years Foundation Stage in September.
- Effective transition between classes in school:
- Information, including learning targets, will be passed on to the new class teacher in advance.
- For children with more complex needs there will be a planning meeting and/or specific preparation or training for the new teacher and/or support staff.
- Transition work in school which may include creating a book of information about the new class and routines.

Effective transition arrangements with secondary schools:

- All records and information about your child are discussed and passed on between schools.
- Additional transition visits for vulnerable children as appropriate.
- Staff from the new school may visit children in our school.
- Transition group work in school. Children who might find moving on difficult will attend a small group in school to support their understanding of the changes ahead. This may include creating a book of information about their new school.
- Continuation of involvement of outside services as appropriate.

11. What training do school staff have?

The school has a School Development Plan which includes identified training needs for all staff to improve the teaching and learning of children, including those with special needs.

There is ongoing training for staff to increase or refresh their knowledge and strategies to ensure consistency of the school's approach to supporting pupils with SEND. This is done both internally and through external services. Examples of the type of training are as follows: approaches to teaching reading, understanding and working with children with autism, dyslexia and approaches to using appropriate questioning with pupils.

In addition, teachers and teaching assistants attend individual training for a child's specific needs, such as:

- Occupational therapy to manage exercise and specific speech and language programmes.
- Skills audits are carried out and a rolling programme delivered by the SENDCo or outside agencies
- Mental health and wellbeing training
- Therapeutic Thinking Approach
- Shadowing/peer observation.
- Medical training to support pupils with medical care plans e.g. epilepsy, diabetes, epi-pen training.

Our SENDCo (Inclusion Lead) Mrs Thomson was awarded the National Professional Qualification (NPQ) in Special Educational Needs Co-ordination in 2026. Our Executive Head teacher was awarded the SENCo National Award in 2014.

12. How does the school measure how well it teaches and supports children with SEND?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one underachieves. We look at whether our teaching and programmes of support have made a difference. We use information

systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEND provision and use this to develop an annual action plan to further improve it.

We send home a parent questionnaire every year to inform our provision and our School Improvement Plan for Inclusion. This is shared with all staff to support their teaching provision.

We also invite parents to provide feedback at meetings and through the Ofsted parent view website. **https://parentview.ofsted.gov.uk/**
Being a small school we do not publicise numbers and the exact movement of children on and off the register for confidentiality reasons. The SENDCo/Inclusion Lead reports to the governors at every meeting on progress, new initiatives and the impact of the interventions in place.

The school budget received from the Local Authority includes money for supporting pupils with SEND. The Executive Head teacher/Head of School then decides on the spending for SEND in consultation with school governors and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' funding for pupils with higher level needs and/or have an Education Health Care Plan.

The school will use its SEND funding in the most appropriate way to support your child. This support may include individual or small group teaching assistant support. All interventions are recorded with a start and end point so we can see how successful the interventions have been and the progress that has been made. The Inclusion Team discusses each child on a termly basis within pupil progress meetings with the SLT.

This is then used to inform the training needs of staff in school to support children on the SEND register. Over the last year, for example, training has taken place to improve the staff's understanding of Precision Teaching, Dyslexia, adaptive teaching, inclusive practice in the classroom. SEND funding may also be used to purchase particular resources and interventions or support from other specialist support services.

13. How accessible is the school and how does the school arrange the equipment or facilities children need?

- The school site is one storey, level and fully wheelchair accessible.
- We have a disabled toilet large enough to accommodate changing.
- Visual timetables are used in all classrooms.
- Access to outside areas of the school, including the playground, is good.
- We currently communicate with parents in direct conversation, by phone, by letter, Microsoft Teams and e-mail. We ask parents how they prefer us to communicate with them.

- We are sensitive to the needs of parents whose first language is not English or who may have other communication needs. We can request support from the county English as an Additional Language Team (EALS) if necessary.

Five Ashes Church of England Primary School Policies can be found on the school website:

fiveashes.e-sussex.sch.uk or by using the following link:

https://www.thewealdfederation.org/fiveashes/reports-policies.

14. How are children included in activities with other children, including school trips?

"Our Equality Scheme is inclusive of our whole school community including children, staff, parents and visitors".

- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out to ensure that procedures are in place so that all children can participate.
- Parents/Carers are invited to accompany their child on a school trip if this is deemed helpful to ensure access.
- After school clubs are available to all pupils, vulnerable pupils are given priority and adjustments will be made to support their participation.
- If there is something that might make it hard for your child to be included in an activity, we will discuss this with you and see how we can work together to make the activity possible.
- Health and Safety audits will be conducted as and when appropriate.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

15. What support is there for children's overall well-being and their emotional, mental and social development?

- We are an inclusive school. We welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring and understanding team that look after all of our children.
- The support we can provide in school includes: nurture groups, social skills and friendship groups, pupil voice and behaviour programmes which include rewards and sanctions.
- Medicine can be administered in school with signed parental permission. There are nominated First Aiders in school and members of staff have Paediatric First Aid qualifications. If your child has significant medical needs you will need to speak to the SENDCo & Inclusion Lead to discuss how we can best support you and your child. This might include drawing up an Individual Health Care Plan.

- The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class teacher will speak to the SENDCo.

We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEND support planning cycle of 'assess, plan, do, review'.

The school may work with other services to support children, e.g. ESBAS Education Support, Behaviour and Attendance Service (ESBAS) - Czone (eastsussex.gov.uk) , Child and Adolescent Mental Health Services, Early Help services among others.

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

Currently some children and their families have support in the following areas:

- Speech and language
- Dyslexia
- Autism
- Behaviour
- Emotional Needs
- ADHD
- Sensory Needs Service
- Motor skills
- Understanding our brains (neurodiversity)

We may access support from other services including:

- Educational Psychology
- CLASS (Communication, Learning and Autism Support Service)
- Early Years Team
- East Sussex Children's Integrated Therapy and Equipment Service (ESCITES) which includes Speech and Language Therapy and Occupational Therapy
- School Nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Services
- Child Counsellors
- Virtual School for Cildren in Care

All of these resources are limited and provided by other services e.g. the NHS. We therefore have limited control over their availability.

Resources are requested and ordered as necessary to support each child's learning and with regard to the budget.

Regular meetings to monitor impact of interventions and SEND provision are managed by the SENDCo in discussion with class teacher and Head of School.

17.Where can I get information, advice and support?

The 'local offer' on the internet www.eastsussex.gov.uk/localoffer

Parent information : Organisations that help families | East Sussex County Council

SEND information, advice and support service
Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.
0345 60 80 192 informationforfamilies@eastsussex.gov.uk www.eastsussex.gov.uk/SENadvice

SEN Matrix
https://czone.eastsussex.gov.uk/inclusion-and-send/sen-matrix/the-matrix

18. What do I do if I am not happy or if I want to complain?

School Complaints Procedure –available on the school website http://www.fiveashes.e-sussex.sch.uk/

Weald Policies – The Weald Federation

Most issues and concerns about school life can be resolved on an informal basis. The complaint procedure is in place to be used when parents are not happy that an informal resolution has been reached.

Arrangements for handling complaints from parents with children with SEND about the school's support are within the scope of our Complaints policy and procedure. However, specific complaints in relation to Education Health and Care Plan (EHCP) procedures or content should be referred to the Local Authority and contact details are set out in our policy.

Informal procedure	**School action**
Informal discussion with the relevant class teacher or other relevant member of staff usually resulting in resolution of the issue.	The person is informed of the action to be taken to resolve the issue. If they are not satisfied, they should be provided with a copy of the school's complaints procedure and information on how to proceed to stage one.
Formal procedure- Stage 1	**School action**
The complaint is submitted, either verbally or in writing, to the Executive Headteacher.	The Executive Headteacher acknowledges receipt of the formal complaint within 5 school days and provides a full written response within 15 school days. Information is provided to the complainant on how to progress the complaint to stage 2.

Formal procedure- Stage 2	School action
A written complaint is submitted to the Chair of Governors if the complainant is not satisfied with the outcome at stage 1 or the complaint is about an Executive Headteacher or a member of the Governing Board.	The Clerk to Governors acknowledges receipt of the complaint within five school days. The Chair of Governors provides a full written response within 15 school days. Information is provided to the complainant on how to progress the complaint to stage 3.
Formal procedure- Stage 3	**School action**
The complainant writes to the Clerk to Governors setting out details of their complaint and specifying what they feel would resolve this.	The Clerk to Governors will arrange a Governing Board Review Panel who will meet no longer than 15 days from the date of acknowledgement of the complaint. Findings from the review panel will be communicated to all relevant parties within 10 school days of their meeting.
Further recourse	**Further recourse**
If the complainant is unsatisfied with the outcome of the school's complaints procedure, they can refer their complaint to the School Complaints Unit (SCU) which investigates complaints relating to maintained schools on behalf of the Secretary of State.	The SCU will not re-investigate the matter of the complaint. It will look at whether the school's Complaints Policy and other relevant statutory policies that the school holds, were adhered to.